DOCUMENT RESUME

ED 437 010 HE 032 712

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TITLE A Faculty Assessment of the Campus Climate for Diversity. ASHE Annual Meeting Paper.
PUB DATE 1999-11-00
NOTE 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Environment; College Faculty; *Diversity (Faculty); *Diversity (Student); Evaluation Criteria; Faculty College Relationship; Faculty Promotion; Higher Education; *Institutional Environment; Institutional Evaluation; Minority Groups; Surveys
IDENTIFIERS *ASHE Annual Meeting; Faculty Attitudes; Virginia Polytechnic Inst and State Univ

ABSTRACT

This study reports on a multi-faceted assessment effort for diversity underway at Virginia Polytechnic Institute and State University. The four major elements of this project include: (1) archival research of the institution's history of segregation and desegregation; (2) a report on the status of women and minority faculty, staff, and students; (3) climate surveys of faculty, staff, and students; and (4) interviews with various constituents and benchmarking visits to other institutions. This paper focuses on the survey of faculty's assessment of the campus climate for diversity. The survey questionnaire, which was mailed to all 2,648 faculty members both on and off campus, included questions on professional treatment and social acceptance in the department, institutional climate, attitudes about affirmative action, level of commitment evidenced by institutional leaders, and personal experiences with discrimination and harassment. The response rate was 50 percent. The survey strongly suggests that experiences and perceptions of non-majority faculty differ in significant ways from those of majority faculty and that majority faculty are generally unaware of the extent of these differences. Both women and faculty of color expressed concern about the institutional commitment to creating a diverse faculty. The survey questionnaire is appended. (Contains 15 references.) (RH)

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ED 437 010

A Faculty Assessment of the Campus Climate for Diversity

Valerie Martin Conley and Patricia B. Hyer

Virginia Polytechnic Institute and State University

Paper presented at the annual meeting

of the Association for the Study of Higher Education,

San Antonio, Texas

November 1999

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This paper was presented at the annual meeting of the Association for the Study of Higher Education held in San Antonio, Texas, November 18-21, 1999. This paper was reviewed by ASHE and was judged to be of high quality and of interest to others concerned with higher education. It has therefore been selected to be included in the ERIC collection of ASHE conference papers.

A Faculty Assessment of the Campus Climate for Diversity

Many colleges and universities recognize that diversity is one of the keys to the future of higher education in America. Increasing the representation of women and individuals of color on the faculty and in the student body has been shown to be an important step in improving the overall campus climate (Hurtado, Milem, Clayton-Perderson, and Allen, 1998). Monitoring numerical representation of various groups among both student and faculty populations has been a major preoccupation over the last several decades. The numbers and trends attract on-going attention and concern in the higher education community and the public at large, particularly in the context of current debates over affirmative action practices in admissions and hiring.

The student/faculty relationship has been the focus of much of the literature about the importance of diversity in general and a diverse faculty, specifically. This literature typically emphasizes the role of faculty in promoting quality and excellence in education. Put simply this research shows that a committed, involved, diverse faculty is an important component of institutional excellence (Moses, 1994).

Daryl Smith et al. (1997) summarized the emerging evidence for how students benefit from diversity in college. Three of the general conclusions in their report are particularly relevant to our exploration of campus climate and the role of faculty:

> The evidence continues to grow that serious engagement of issues of diversity in the curriculum and in the classroom has a positive impact on attitudes toward racial issues, on opportunities to interact in deeper ways with those who are different, on cognitive development, and on overall satisfaction and involvement with the institution. These benefits are particularly powerful for white students who have had less opportunity for such engagement.

> Recent research on the significance of the institutional commitment to diversity suggests that the perception of a broad campus commitment to diversity is related to increased recruitment and retention of students from underrepresented groups.
>
> This perception of a broad campus commitment to diversity is also related to positive educational outcomes for all students, individual satisfaction, and a commitment to improving racial understanding. (pp. vi-vii)

In light of growing evidence that "diversity works" for all students, individual institutions should be interested in determining how supportive their campus climate is and the extent of commitment to and involvement in diversity initiatives among faculty and administrators.

Assessing a campus climate for diversity means assembling evidence gathered in many ways from individuals and constituent groups. Hurtado, Milem, Clayton-Pedersen, and Allen, in "Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice," (1998) create an effective framework for understanding and describing campus climate by drawing on the research literature in many fields. Although the focus of their article is on students in higher education, much of the framework is relevant to the campus community defined more broadly.

According to the authors, both internal and external factors are critical in shaping the distinct racial contexts in which students are educated. The external domain includes impacts of governmental policy, programs, and initiatives and the impact of sociohistorical forces on the campus climate. The institutional or internal context includes four dimensions: (1) an institution's historical legacy of inclusion or exclusion of various racial/ethnic groups, (2) its structural diversity in terms of numerical representation of various racial/ethnic groups, (3) the

psychological climate of perceptions and attitudes between and among groups, and (4) the behavioral climate dimension, characterized by intergroup relations on campus.

The four dimensions of the institutional context are reflected in the multi-faceted assessment effort for diversity underway at Virginia Tech. The major elements of the assessment include:

- Reconstructing the institution's history of segregation and the gradual process of desegregation through archival research (Wallenstein, 1999) and oral histories (Clauson-Wicker, 1997) and similarly documenting and making more visible the history of women's participation in an all-male college (Cox & Dudenhefer, 1996),
- Publishing a report on the status of women and minority faculty, staff, and students which summarizes the basic data and 5-year trends (Hyer, LaBoone, & Mottley, 1998),
- Conducting climate surveys of faculty members (Hyer, Conley, & McLaughlin, 1999), staff, and undergraduate and graduate students, and
- Gathering important information about the climate, challenges and opportunities through interviews with various constituent groups and best practices benchmarking visits to other institutions.

Studying Campus Climate

Baird (1990) defined campus climate as the interplay among people, processes, and institutional culture and identified important aspects of campus climate including perceptions, expectations, satisfactions, and dissatisfactions of the people who make up the campus community. It is the multiplicity of perceptions of faculty, staff, and students which taken together describe an institution's campus climate since all are members of the university community and each experiences it uniquely (Edgert, 1994). Thus, to fully understand the

campus climate it is necessary to understand the environment as it is perceived by each of the major groups or stakeholders that make up the institution.

Assessing the campus climate for diversity is most successful when it is a part of the regular planning and evaluation process of the institution (Hurtado, Cater, and Kardia, 1998). Virginia Tech is working toward a strategic plan for diversity in which goals and objectives will be delineated, along with the indicators we will use to monitor our progress. The surveys of faculty, staff, and students concerning the climate for diversity are an important part of the total assessment effort on which the plan will be based and from which we can derive some indicators for measuring our progress.

This paper focuses on the results of the first survey in the assessment, a faculty assessment of the campus climate for diversity.

Faculty Campus Climate Issues

Research that focuses on faculty campus climate issues has contributed a great deal to our knowledge about the perceptions and experiences of women and faculty of color on college campuses. We know from these studies that an unwelcome campus climate can contribute to feelings of second-class citizenship for faculty members from underrepresented groups and can put them at risk. Generally, we know that the perceptions and experiences of women and faculty of color; the attitudes and perceptions of their majority colleagues; and how the institution's programs, policies, and processes work to support or impede the development of a diverse faculty are indicators of whether the environment is conducive to faculty excellence.

Turner, Myers, and Creswell (1999) recently summarized highlights from the literature as they examined the continued pattern of underrepresentation, racial/ethnic bias, and barriers to recruitment and retention of faculty of color for their case study of faculty of color in the

Midwest. They identified six barriers including, isolation and lack of mentoring; occupational stress; devaluation of research focusing on minority issues; tokenism; bias in recruitment and hiring practices; and bias in tenure and promotion decisions (Turner, et al., 1999). These studies tend to focus on a specific subgroup of the faculty population, and while many of the findings for one underrepresented group are often proved to be applicable to other underrepresented groups. the findings are not generally applied to the environment as a whole. One notable exception is a study conducted by Spann (1990) in which a supportive environment was the most important factor in determining success in academe, regardless of race/ethnicity, gender, or employment characteristics such as academic rank, tenure status, discipline, or type of institution.

Diversity has long been a matter of concern at Virginia Tech which, like many other campuses, is in transition -- in this case from an all-male, all-white heritage to a more diverse student body and faculty in terms of both race/ethnicity and gender. Despite recent hiring, representation of women and minorities on the tenure-track faculty remains low -- 18% women and less than 10% minority. In fact, there was no net gain in the number of African American faculty during the past five years. Resignations and retirements have offset new hires. The low representation of African American faculty (2.4%) and the lack of growth in numbers over recent years contribute to tensions affecting the campus climate at Virginia Tech.

In comparison, while it is true that the demographic composition of the faculty nationally has changed slowly also, there have been measurable gains. The majority of full-time faculty in higher education institutions are white, non-Hispanic (86% in the fall of 1995), although minority groups have increased their share of full-time faculty positions since the mid 1970s. In 1975, minorities held just 8% of all full-time faculty positions. By the fall of 1995, minority groups had increased their share of these positions to 14%. There has also been growth in the

number of women holding faculty positions reaching 40% by the fall of 1995. However, women composed a larger percentage of part-time faculty than full-time faculty regardless of type or control of institution (National Center for Education Statistics, 1998).

Three factors help to explain the underrepresentation of people of color on faculties in higher education: (a) pipeline problems (b) market forces, and (c) campus climate (Turner, Myers, and Creswell, 1999). The first two factors refer to economic principles of supply and demand and are influenced by forces outside of the institution. However the third factor, campus climate, is an internal institutional determinant (Turner, et al.) and the focus of this study.

Methodology

Baird (1990) suggests in "Campus Climate: Using Surveys for Policy-Making and Understanding" that survey instruments can provide comprehensive and systematic data about campus climate. As noted earlier, most campus climate surveys focus on students and gender or race/ethnicity issues specifically. We gathered instruments from other colleges and universities that had conducted campus climate surveys and reviewed them to determine their applicability. Although ideas and occasional questions were gleaned from the samples, most did not cover the scope of issues we felt important, nor target all members of the campus community. Ultimately, we developed separate survey instruments for faculty, classified staff, and students, and defined diversity broadly to include race/ethnicity, gender, sexual orientation, disability, and cultural background.

Data Collection

The Virginia Tech Center for Survey Research conducted the survey in spring 1998. The four-page instrument was mailed to all 2,648 Virginia Tech faculty members. "Faculty" included those with traditional teaching responsibilities at all ranks, both on and off-campus; professional and administrative personnel in many roles such as student affairs, athletics, academic and personal counseling, librarians, and others; extension agents throughout the state; and research faculty supported on sponsored grants and contracts. All faculty members employed at least one-half time with an office address in the state were included in the survey population. Adjunct faculty members were excluded. Surveys were anonymous and only minimal attempts were made to follow-up with nonrespondents. The response rate was 50%.

The questionnaire included items on professional treatment and social acceptance in the department, the institution's climate, attitudes about affirmative action, the level of commitment evidenced by institutional leaders, and experiences with discrimination and harassment. Respondents were also asked about their awareness of programs and services offered at Virginia Tech and their willingness to attend workshops on diversity issues. A copy of the survey instrument is attached.

Employment and demographic characteristics were collected including appointment status, work location, years employed at Virginia Tech, sex, race/ethnicity, religion, sexual orientation, disability status, age and citizenship status.

About one-fifth of the respondents were off-campus. (As a landgrant university, Virginia Tech has a considerable number of faculty stationed throughout the state; most are extension agents, some are traditional teaching and research faculty at branch campuses and experiment stations.) Of the on-campus respondents, 63% were tenured or tenure-track faculty; 21% were

administrative or professional faculty; and 16% were research or other non-tenure track faculty. Women comprised one-third of the respondents. Male and female respondents differed in a number of important ways: men were far more likely to hold tenured faculty appointments (63% compared to 25%), were older, and had more years of service at the institution than women. The vast majority of the respondents were white (89%).

Analysis

On- and off-campus responses were analyzed separately because we believed the climate to be sufficiently different on- and off-campus. Analysis of Variance (ANOVA) confirmed this hypothesis. Factor analysis (principal components analysis) was used as an exploratory and data reduction technique. It provided a framework for summarizing and presenting the results. Fifteen factors describing the campus climate generally were identified and allowed us to describe faculty members' attitudes and perceptions of Virginia Tech's campus climate overall. Two factors dealt specifically with issues related to disability. The remaining 13 factors generally describe the departmental climate, the university climate and attitudes, and personal experiences with discrimination. ANOVA was used to examine differences between subgroups. The results were analyzed by location (on- and off-campus), gender, race/ethnicity, disability status and sexual orientation.

This paper reports on those results, not as generalizable findings, but as examples of the kind of information gained from such a study which other institutions may also wish to undertake.

Results

In general, off-campus respondents had more positive views of Virginia Tech's campus climate than on-campus respondents did. In addition, differences between off-campus men and women and whites and faculty of color were less extreme than for their on-campus counterparts.

Departmental Climate

On-campus faculty respondents rated the departmental climate for various groups and their professional treatment within their department more positively than the university climate. This can be seen most clearly by contrasting the paired questions where respondents were asked to rate the climate in their department for various groups on a scale from 1 to 5 (such as "non-racist" to "racist") and then to do the same for the university (see questions 2 and 4). For example, 78% of on-campus faculty members rated their own department as relatively non-racist (score of 1 or 2), but only 57% rated the university climate as relatively non-racist. The pattern was similar for sexism (72% rated the department relatively non-sexist while 57% rated the university climate that way); sexual orientation (51% rated the department as supportive to non-heterosexuals while 38% rated the university climate as supportive); and religious beliefs (71% rated the department supportive of different religious beliefs while 60% rated the university climate as supportive). The contrast between the departmental level and the university level was less pronounced on the question of supportiveness for individuals with disabilities (76% at the departmental level and 73% at the university level).

The departmental climate for various underrepresented groups was one of four factors identified that measured departmental climate. Professional treatment, social acceptance, and departmental diversity efforts were the other three.

Most faculty respondents agreed that career advancement and salary decisions are made fairly, expectations concerning promotions and advancement are clear, and that adequate feedback and guidance are available from the department head and other faculty members. Perhaps one of the more encouraging findings of the study was the positive assessment faculty members had of their work relationships with their colleagues. More than 90% of respondents strongly or somewhat agreed that their work relationships were good – a view shared by all groups.

There was less positive assessment of items measuring social acceptance within the department, however. One-third (34%) of respondents somewhat or strongly agreed with the statement that they often felt that they did not "fit in" very well socially with other faculty members in the department.

University Climate and Attitudes

There were five factors identified that measured university climate and attitudes: (a) university climate for groups, (b) representation on committees/administration, (c) attitudes toward diversity, (d) commitment of the university, and (e) race relations.

As already noted, on-campus faculty respondents rated the departmental climate for various groups more positively than the university climate. The survey also included a number of items measuring attitudes towards diversity overall at Virginia Tech. There was near universal agreement that diversity was good for the university and should be actively promoted (96%). However, other statements concerning the importance of diversity, or the means to achieve it, received far less support. For example, 40% of on-campus faculty members felt that Virginia

Tech was placing too much emphasis on diversity; 56% felt that one problem with diversity was the admission of underprepared students; and 44% were concerned that affirmative action would lead to hiring less qualified faculty.

Personal Experience with Discrimination

Factors related to personal experience with discrimination included (a) unfair treatment on the basis of gender, age, religion, and sexual orientation, (b) unfair treatment on the basis of race, accent, or national origin, (c) observation of incidents, and (d) pressure to remain silent. High proportions of respondents (between 71% and 96%) reported that they had never been treated unfairly or harassed at Virginia Tech on the basis of these characteristics. On the other hand, the majority of respondents had observed offensive material or overheard insensitive remarks at Virginia Tech at least occasionally.

Differences Between Subgroups

There were important differences in how underrepresented groups responded to the survey. Indeed, the differences were at times striking. It is clear that perceptions about the campus climate vary dramatically by one's own status, race/ethnicity, gender and other characteristics. Thus, there seems to be no common understanding of the campus climate, but a multiplicity of perceptions shaped by one's own experiences and vantage point.

For example, on-campus women respondents assessed every aspect of the climate more negatively than men did. Women experienced discrimination or harassment more frequently than men did. They also observed problems related to race/ethnicity, sexual orientation, and other aspects of diversity more often than men did. They were more critical of the university's efforts

and commitment related to diversity and more knowledgeable about and willing to participate in diversity-related programming than their male colleagues.

On-campus African American faculty members perceived the climate for diversity, particularly outside their departments, as hostile, and they were deeply skeptical of the university's commitment to diversity in general and to the success of faculty members and students of color. Whites are largely unaware of the extent of racism perceived in the university climate by African Americans -- 65% of African Americans judged the university climate as relatively racist (a score of 4 or 5) compared with only 18% of white respondents.

Perceptions of the climate were less extreme for other racial/ethnic groups. Asian faculty members reported experiencing unfair treatment based on accent, and in some cases national origin, with a relatively high degree of frequency. However, the responses of Asian faculty members on many items, while less positive than white faculty, did not differ significantly from white responses. Small numbers kept us from meaningful analysis of the experiences and perceptions of Hispanic, Native American, bi- or multi-racial faculty members.

The majority (67-70%) of faculty members with disabilities rated the accessibility and supportiveness of their department positively. However, more than 60% felt that they do not fit in very well socially with other members of their department compared to 32% of faculty members without a disability.

In general, gay, lesbian, and bisexual faculty members report positive acceptance and treatment as professionals at Virginia Tech, but do not feel socially accepted or comfortable in the university community. Respondents judged the university climate to be least supportive of non-heterosexuals among all underrepresented groups included in the survey. More than one-half of the gay, lesbian, and bisexual faculty reported that they had been treated unfairly or harassed

at Virginia Tech because of their sexual orientation and three-quarters have felt pressure to remain silent about issues of sexual orientation.

Conclusion and Next Steps

The survey results strongly suggest that the lived experience and perceptions of non-majority faculty differ in significant ways from that of majority faculty and that majority faculty are generally unaware of the extent of these differences. These data indicate that both women and faculty of color expressed concern about the institutional commitment to creating a diverse faculty, to supporting their growth and development, and to assuring their success.

Perhaps not surprisingly, given institutional history, the demography of Virginia, and the state of race relations in the nation, the differences between responses of African American and white faculty members were the most extreme. Yet the extent and pervasiveness of the differences were nonetheless striking and sobering. Given the deep divide in experiences and perceptions by race/ethnicity, the responses of the white faculty members to the question concerning interest in attending workshops on various diversity issues is not encouraging. Less than one-half of the white faculty respondents expressed interest in attending a workshop on issues of racial/ethnic minorities, and more women than men expressed such interest.

Martha Stassen's work on white faculty members and racial diversity (1995) gives some context for understanding our findings of widespread support for diversity in general, yet paradoxically deep skepticism or resistance, particularly among white male faculty members, to the generally accepted means of achieving it (affirmative action, increased hiring and admissions, transformation of the curriculum, etc.). Stassen's theoretical model suggests how faculty members can comfortably espouse relatively liberal views while remaining passive or even resistant to diversity initiatives. She concludes by suggesting several strategies for

institutions that are more likely to lead to supportive faculty responses. Some of these ideas are already in place at Virginia Tech.

The findings related to non-heterosexuals at Virginia Tech are also disturbing. The perceptions, attitudes, and experiences of these faculty members, as well as of faculty members with a disability covered under the Americans with Disabilities Act add to the sparse, but growing literature, which encompasses them in diversity research. Virginia Tech's comprehensive assessment of campus climate for diversity contributes to an understanding of the multiplicity of perceptions within a campus community.

These findings are being widely disseminated to stimulate conversations about the campus climate and to inform the strategic planning process. As a first step, the data were used as the focal point for a technology-based interactive discussion about how to improve the climate for diversity at Virginia Tech. Given the general lack of awareness among majority faculty members reflected in the survey responses, raising the visibility and level of understanding of these issues must be one of the primary goals of our diversity initiatives at Virginia Tech.

The results from this survey, those of the staff and student surveys, and other elements of the assessment effort will be used to develop goals and objectives for a strategic plan for diversity. These findings are important in determining an overall strategy for increasing diversity, improving campus climate, improving the learning environment of the institution, and changing both faculty and student behavior and attitudes.

Milem and Astin (1993) concluded that faculty members had greater sensitivity about racial issues, greater concern for undergraduates, and believed that there was a greater need for universities to solve social problems in 1989 than in 1972. They also observed that satisfaction with the institution's response to diversity increases with the age of the faculty member. We do

not have trend data at Virginia Tech to determine if progress has been slower or more rapid than nationally. If we consider the advice of Hurtado, et., al. (1998), and assess the campus climate for diversity as part of the regular planning and evaluation process of the institution, we could benefit both from repeating parts or all of the surveys at some future point to measure changes in perceptions. Incorporating items from national surveys of faculty into our own campus climate instruments to compare our profile with national benchmarks might also yield useful insights into our campus culture.

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Virginia Tech

Virginia Tech Faculty Assessment of Campus Climate

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We are interested in your opinions about the Virginia Tech campus climate. The following section includes questions about the climate in your department or unit at Virginia Tech.

1. Please indicate the extent to which you agree or disagree with each statement below. The response categories are listed above the columns (mark one):

	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE
a. My department or unit head meets with me as appropriate to discuss my performance, career, and/or promotions	①	②	③	④
b. I feel that I have received adequate guidance/mentoring from other members of my department or unit	①	②	③	④
c. Faculty who are openly critical of my departmental/unit administration have no cause to fear retribution	①	②	③	④
d. I often feel that I don't "fit in" very well socially with other faculty members in my department or unit	①	②	③	④
e. In general, my work relationship with other faculty members in my department or unit is good	①	②	③	④
f. In my department or unit, expectations concerning promotions and career advancement are made clear	①	②	③	④
g. Career advancement and salary decisions are made fairly in my department or unit	①	②	③	④
h. In recent searches for new faculty, my department or unit has made a serious effort to hire racial/ethnic minorities and women	①	②	③	④
i. There is a desire among my colleagues to enhance diversity in my department or unit	①	②	③	④
j. It is important to me to incorporate ethnic and/or gender perspectives in my courses or programs	①	②	③	④

2. On a scale from 1 to 5, please rate the climate in your *department or unit* at Virginia Tech by marking the appropriate number on each line between the two opposing statements:

	(mark one)					
Accessible to people with disabilities	①	②	③	④	⑤	Inaccessible to people with disabilities
Supportive of people with disabilities	①	②	③	④	⑤	Not supportive of people with disabilities
Non-racist	①	②	③	④	⑤	Racist
Non-sexist	①	②	③	④	⑤	Sexist
Supportive of non-heterosexuals	①	②	③	④	⑤	Not supportive of non-heterosexuals
Supportive of different religious beliefs	①	②	③	④	⑤	Not supportive of different religious beliefs

In the following section, we are asking your opinions about the climate at Virginia Tech in general.

3. Please indicate the extent to which you agree or disagree with each of the statements below. The response categories are listed above the columns (mark one):

	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE
a. Diversity is good for Virginia Tech and should be actively promoted by students, staff, faculty, and administrators	①	②	③	④
b. Virginia Tech is placing too much emphasis on achieving diversity	①	②	③	④
c. Virginia Tech has a climate which fosters diversity	①	②	③	④
d. Top University administrators are genuinely committed to increasing diversity at Virginia Tech	①	②	③	④
e. One problem with pursuing the goal of diversity is the admission of too many underprepared students	①	②	③	④
f. All Virginia Tech undergraduates should be required to take at least one course that focuses on racial/ethnic minorities and/or women's history, culture, or perspectives	①	②	③	④
g. Affirmative Action leads to the hiring of less qualified faculty and staff	①	②	③	④
h. Racial/ethnic minority faculty members are adequately represented on important university committees	①	②	③	④
i. Women faculty members are adequately represented on important university committees	①	②	③	④
j. Racial/ethnic minority faculty members are given the same opportunities for administrative positions as other faculty members	①	②	③	④
k. Women faculty members are given the same opportunities for administrative positions as other faculty members	①	②	③	④
l. In order to "fit in" at Virginia Tech, I often feel that I have to change some of my personal characteristics (e.g., language, dress, behaviors)	①	②	③	④

4. On a scale from 1 to 5, please rate the climate at *Virginia Tech in general* by marking the appropriate number on each line between the opposing statements:

	——(mark one)——					
Accessible to people with disabilities	①	②	③	④	⑤	Inaccessible to people with disabilities
Supportive of people with disabilities	①	②	③	④	⑤	Not supportive of people with disabilities
Non-racist	①	②	③	④	⑤	Racist
Non-sexist	①	②	③	④	⑤	Sexist
Supportive of non-heterosexuals	①	②	③	④	⑤	Not supportive of non-heterosexuals
Supportive of different religious beliefs	①	②	③	④	⑤	Not supportive of different religious beliefs

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5. Please rate the following aspects of the climate at *Virginia Tech in general*. The response categories are as follows (mark one):

EXCELLENT=E GOOD=G FAIR=F POOR=P

	E	G	F	P
a. Respect by faculty for students of different racial and ethnic groups	○	○	○	○
b. Respect by students for faculty of different racial and ethnic groups	○	○	○	○
c. Racial/ethnic integration on campus	○	○	○	○
d. University commitment to the success of students of different racial and ethnic groups	○	○	○	○
e. University commitment to the success of faculty of different racial and ethnic groups	○	○	○	○
f. University commitment to the success of women students	○	○	○	○
g. University commitment to the success of women faculty	○	○	○	○
h. Friendship between faculty of different racial and ethnic groups	○	○	○	○
i. Race relations in the classroom	○	○	○	○

6. How often have you been treated unfairly or harassed at Virginia Tech because of the personal characteristics listed below? The response categories are as follows:

FREQUENTLY=F OCCASIONALLY=O NEVER=N

	F	O	N
a. Race/Ethnicity	○	○	○
b. Gender	○	○	○
c. Sexual Orientation	○	○	○
d. Religion	○	○	○
e. Age	○	○	○
f. Accent/Dialect	○	○	○
g. National Origin	○	○	○
h. Disability	○	○	○

7. How often have you read, heard or seen insensitive or disparaging comments or material at Virginia Tech about the following? The response categories are as follows:

FREQUENTLY=F OCCASIONALLY=O NEVER=N

	F	O	N
a. Racial/Ethnic minorities	○	○	○
b. Women	○	○	○
c. Individuals with disabilities	○	○	○
d. Non-heterosexuals	○	○	○
e. Individuals from the Appalachian region	○	○	○
f. Individuals from different national origins	○	○	○
g. Religious groups	○	○	○

8. How often have you felt pressure to remain silent about issues concerning the following groups at Virginia Tech? The response categories are as follows:

FREQUENTLY=F OCCASIONALLY=O NEVER=N

	F	O	N
a. Racial/Ethnic minorities	○	○	○
b. Women	○	○	○
c. Non-heterosexuals	○	○	○
d. People with disabilities	○	○	○

The following group of questions regard programs and services offered at Virginia Tech.

9. Please indicate the extent to which you are familiar with each of the Virginia Tech services and programs listed below. The response categories are as follows:

VERY FAMILIAR (VF)=1 SOMEWHAT FAMILIAR (SF)=2
SOMEWHAT UNFAMILIAR (SU)=3 NOT AT ALL FAMILIAR (NF)=4

	VF	SF	SU	NF
a. Women's Center	○	○	○	○
b. Project SAFE (Sexual Assault Facts & Education)	○	○	○	○
c. Multi-Cultural Center	○	○	○	○
d. Equal Opportunity/Affirmative Action Office	○	○	○	○
e. Black Cultural Center	○	○	○	○
f. Annual President's Conference on Campus Climate	○	○	○	○
g. Academic Enrichment Office	○	○	○	○
h. Women and Minority Artists and Scholars Lecture Series	○	○	○	○
i. Services for Students with Disabilities	○	○	○	○
j. Cranwell International Center	○	○	○	○

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10. How interested would you be in attending a workshop on issues related to working with or teaching the following groups? The response categories are as follows (mark one):

VERY INTERESTED (VI)=1 SOMEWHAT INTERESTED (SI)=2 SOMEWHAT UNINTERESTED (SU)=3 NOT AT ALL INTERESTED (NI)=4

	VI	SI	SU	NI
a. Racial/ethnic minorities	①	②	③	④
b. Women	①	②	③	④
c. Individuals with disabilities	①	②	③	④
d. Non-heterosexuals	①	②	③	④

Finally, this section includes a few general questions about you.

11. What is your primary appointment status? (mark one):
① Currently have tenure
② On tenure track
③ Non-tenure track instructional faculty
④ Non-tenure track research faculty (Research Associates, etc.)
⑤ Extension agent
⑥ Other administrative or professional faculty
⑦ Other non-tenure track faculty

12. Where is your principal work location?
① Blacksburg campus
② Off Blacksburg campus

13. How many years have you been employed at Virginia Tech?
① Less than five years
② 5-10 years
③ 11-20 years
④ Over 20 years

14. What is your sex?
① Female
② Male

15. With which racial/ethnic group do you identify? (If you are of a multi-racial/multi-ethnic background, please mark all that apply).
① White/Caucasian (excluding Hispanic)
② Hispanic
③ Black/African American
④ Asian
⑤ American Indian/Native Alaskan/Aleut
⑥ Other

16. What is your religious faith?
① Christian
② Jewish
③ Muslim
④ None
⑤ Other

17. What is your sexual orientation?
① Heterosexual
② Gay/Lesbian
③ Bisexual

18. Are you a person with a disability covered under the Americans with Disabilities Act?
① Yes
② No

19. What is your age?
① 20-30 years old
② 31-40 years old
③ 41-50 years old
④ 51-60 years old
⑤ 61 or older

20. Please indicate your citizenship status.
① U.S. Citizen
② Non-U.S. Citizen, U.S. Permanent Resident
③ Non-U.S. Citizen
④ Other

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Please return your completed anonymous and confidential form in the accompanying postage paid reply envelope or to:

Virginia Tech Center for Survey Research
207 West Roanoke Street (0543)
Blacksburg, VA 24061

If you have any additional comments about this survey or about your experiences at Virginia Tech, please send a separate sheet with your comments to the address above.